ACHIEVEMENT TEST

IN

HINDI

TEST MANUAL

Test Devised By-

JANATA COLLEGE OF EDUCATION, CHANDA.

Project Sponsored By-

THE NATIONAL COUNCIL OF EDUCATIONAL
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NEW DELHI.

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TEST MANUAL

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A C H I E V E M E N T T E S T
I N
H I N D I

Devised by - Janata College of Education, Chanda.

The Authors - (1) Shri J.P.Altekar, B.Com., M.Ed.
(2) Shri B.T.Gajare, M.A., M.Ed., H.S.S.
(3) Shri B.K.Jha, M.A., B.Ed.

PART I

Description of the Test : Reliability and Validity

This test is designed to measure pupil progress in the following areas of learning Hindi as the National language.

i) Vocabulary:- Knowledge of the word meaning and ability to use them appropriately.

ii) Comprehension:- Ability to comprehend written Hindi at different levels of understanding.

iii) Mechanics of Expression :- Ability to recognise and apply the basic rules of Hindi composition. These basic rules are defined as most frequently used and most frequently violated by High School pupils.

The results of the above measurement serve the following purposes:

Standard IX

1) The results of the Pre-test may be used for ascertaining the general level of competency achieved by the class as a whole and thus locating the starting point for instruction.

2) They may be used for locating the special areas of weakness, discovering learning difficulties, if any, and collecting data for planning corrective measures.

3) They may be used for diagnostic purposes when the number of test items answered incorrectly or omitted are checked on an Individual Diagnostic Record, which automatically reveals the rules which may have been violated, and which may then serve as an individual study guide. (Mechanics of Expression Test).

Standard VIII (and lower standards)

1) The results of the post-test administered at the end of the course of Instruction may be used for certification and placement of the pupils.

2) The results of the Pre-test and the Post-test in standard VIII and the lower standards may be used to measure the growth of abilities during the year. (When the Norms for the Lower standards are made available).

Besides, the specific uses mentioned above, the test may help the instructor in numerous other ways indicated

in the Project Report (The objectives in constructing the test).

Separate answer-sheets and window stencils have been provided for scoring the test more quickly and accurately.

RELIABILITY AND VALIDITY

RELIABILITY

The indexes of reliability, coefficients of reliability, standard deviations, and standard errors of measurement of the Test reported below, are based on 1600 pupils of Std. IX (Pupils who have passed Std. VIII and just joined Std. IX). These reliability coefficients have been computed with the Kuder - Richardson formula. The indexes, coefficients, standard deviations, and standard error of measurement expressed in terms of raw scores are as follows.

Test	Index of Reliability	r	S.D.	S.E. Mean	S.E. Measurement
I	.96	.92	10.38	.26	2.91
II	.97	.95	19.40	.46	4.04
III	.35	.91	7.11	.11	2.13
Total test	.98	.97	30.80	.77	5.85

V A L I D I T Y

CURRICULAR VALIDITY:

The items of this test possess high validity. The contents of the course of instruction were carefully analysed to provide the objectives of teaching Hindi as the National language in terms of abilities the pupils are expected to develop. The abilities were further transformed in terms of pupil behaviour. Situations for testing the pupil behaviour were listed and items were constructed in conformity with the situations for testing.

A graded vocabulary list was compiled for selecting words for the Vocabulary Test, while an analysis of the frequent error was used for item construction in the Mechanics of Expression Test.

INTERNAL VALIDITY:

Intercorrelation data for the three test scores and the total test scores based on 1600 pupils, are as follows.

	Test I	Test II	Test III	Total Test
Test I	—	.60	.59	.83
Test II	.60	—	.57	.80
Test III	.59	.57	—	.77
Total Test	.83	.80	.77	—
Mean Score	32.80	32.10	18.70	134.7
S.D.	10.4	18.40	7.01	30.5

PREDICTIVE VALIDITY:

The coefficients of correlation between the test scores and (i) Annual Examination Marks, and (ii) Teachers' Assessments are .45 and .57 respectively and can be considered satisfactory taking into consideration the low reliability and validity of the criterion measures.

P A R T II

DIRECTIONS FOR ADMINISTRATION.

MATERIALS REQUIRED:

For each pupil:

1 Test booklet 'A' (Vocabulary)

1 Test booklet 'B' (Technique of expression)

1 Test booklet 'C' (-do-)

1 Test booklet 'D' (Comprehension)

1 Ordinary lead pencil with eraser attached

1 Eraser (if not attached to pencil).

In addition for examiner:

Extra pencils

Extra erasers

Extra copy of booklet -

for demonstration purpose, if necessary.

SUGGESTED TIME ALLOTMENT:

Test 'A' 45 minutes.

Test 'B' 45 minutes.

Test 'C' 45 minutes.

Test 'D' 60 minutes.

(Testing time only)

TIME LIMITS:

This is a power test and the time limits indicated above need not be strictly followed. The time allotments indicated above show the normal time required

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Test 'A' 45 minutes.

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Test 'D' 60 minutes.

(Testing time only)

TIME LIMITS:

This is a power test and the time limits indicated above need not be strictly followed. The time allotments indicated above show the normal time required

by the average pupils. As far as possible, all pupils should be allowed to finish the entire test.

It is quite possible, that the examiner may come across one or two pupils who are just sitting idle and not even in any serious attempt to complete the test. In such cases the examiner may put a time limit by giving a 5 minute warning after most of the pupils have finished the test.

SELF CONTROL :

The test administration should be spread over atleast two days and preferably over four days, so that not more than two tests are administered on the same day. It is desirable to have atleast a short rest after first test, if two tests are to be administered on the same day.

GENERAL DIRECTIONS FOR SCORING :

The cover page and the first inside page of the test contains the essential information needed in administering the test, but there are certain general rules that shou'd always be followed. The examiner should study the directions in this manual, and then follow exactly the procedure described in the appropriate set of instructions below.

THE EXAMINER'S PREPARATION:

In addition to his study of this manual, the examiner should thoroughly familiarize himself with all parts of each test that he is to administer. Perhaps the

best way for him to do this is by taking each test himself in a bona-fide manner. By doing so, he can anticipate many of the questions that examinees will ask, and he can also foresee problems of examination and prepare for them.

When a large group is to be tested, supervisors are needed to help administer the tests. There should be one supervisor for every thirty examinees. The supervisors should understand in advance exactly what they are to do in order that the booklets may be quickly distributed and collected without confusion.

The examiner should see that the used and unused booklets are carefully counted, classified, and labeled at the end of the examination.

ANNOUNCING THE EXAMINATION:

The preliminary announcement of the examination should name the place, day, and hour at which it will be given. Allow from 5 to 10 minutes for seating and preliminary arrangements in the examination room. The time allowances suggested, are for actual work on the test questions, exclusive of time taken for preliminaries. The use of fountain pens or ink in any form should be specifically forbidden. Examiners should have a supply of pencils on hand.

DIRECTIONS IN THE EXAMINATION ROOM:

The seating order in the examination room should be carefully arranged in advance. In taking

objective examinations it is comparatively easy for students to observe the answers of their neighbors and to be influenced or disturbed by such observations. The students should always be seated as far apart as possible, never closer than in alternate seats. If it seems necessary, the disturbing character of such observation may be explained to the students.

Directions for taking the tests are printed on the test booklets. The examiner must see that the examinees understand the essential points in the directions before they begin work on the test. This can be done by allowing sufficient time at the beginning of the examination for the students to read the directions carefully, by emphasizing points that seem to need emphasis, and by answering any legitimate questions that may be asked. In testing large groups, the carrying power of the examiner's voice is an important factor in avoiding confusion and in creating good morale.

FIDELITY TO PRINTED DIRECTIONS:

In answering questions and in orally emphasizing the directions, it is essential that the examiner stay within the meaning and, so far as possible, use the vocabulary of the directions printed on the test booklet. Any deviation from these directions may destroy the comparability and impair the meaning of the test results. The directions concerning guessing are especially susceptible to distortion; questions by examinees on this point should invariably be answered by reading the directions verbatim.

ORDER AND DISCIPLINE IN THE EXAMINATION:

Once a test is under way, the chief function of the examiner and supervisors is to keep everyone seriously at work all the time, without producing an atmosphere of nervous tension. Disturbances are to be avoided at all cost. It is just as bad for the examiner to disturb the group in enforcing order as it is for the examinee to create disturbance.

GIVING AND RECEIVING:

It is important that students understand clearly the manner in which they are expected to indicate their responses. However, the examiner should remember that he is giving a test, and not directing a learning activity; therefore, the correct response should in no way be indicated for any item except in the practice exercises.

SPECIFIC DIRECTIONS

1. First check to see that all pupils have pencils and erasers.

From this point on, certain parts of these directions are printed in Marathi. These parts are to be read to pupils.

सांगा - मी आता तुम्हाला उदाहरण पत्रिका देणार आहे. उदाहरणपत्रिकेवरी पहिले नाव किंवा नोंदणीसंबंधी कुठलेही उदाहरणपत्रिका वाचू नका.

Distribute the answer-sheets.

सांगा - उत्तर पत्रिकेवर नाव, वर्ग, शाळा अशाप्रकारे लिहिण्यास करितां जागा ठेवलेली आहे. त्याप्रमाणेच विद्यार्थ्यांनी सर्व माहिती अचूक लिहा.

Check to see that students have completed the identifying data properly.

सांगा - मी आता तुम्हाला प्रश्नपत्रिका देत आहे. मला सिग्नलचा शिवाय पत्रिकेत पान उलटू नका.

Distribute Test Booklet 'A'

सांगा - पत्रिका पानावर असलेला मजकूर मी आता दाखवतो. तुम्ही मजकूर वाचा.

सूचना

१) या प्रश्नपत्रिकेत एकोणीस लिहू नका. तुमचे सर्व उत्तरे उत्तरपत्रिकेत सुरुवातीस दाखवा.

२) तुम्हाला दिलेल्या वेगवेगळ्या ठिकाणी 'ठ' वापरा.

३) दोन रेषांमधली सगळी जागा वापरा. म्हणजे तुमचे गुण दिसण्यास अडचण पडणार नाही.

४) एखादा शब्द चुकीचा असल्याने खोडून टाका. खोडलेला शब्द पूर्णपणे खोडा.

५) गुण करताना दोन रेषांमधेच करा. इतर ठिकाणी गुण केल्यास ती चूक धरली जाईल.

६) ज्या उताऱ्यांवर तुम्हाला काहीच माहिती नाही त्या ठिकाणी निश्चय अंदाजाने गुण करू नका. कारण चुकीच्या गुणांमुळे गुण कमी केले जातील परंतु ज्या ठिकाणी तुम्हाला हलकी निश्चित माहीत नाही पण साधारणपणे माहित आहे त्या ठिकाणी गुण करण्यास हरकत नाही.

७) वाचलेला वाक्य पुन्हांदी ठरेल.

८) एकाच प्रश्नाचा फार वेळ घालवू नका. जेव्हा वाक्यास सर्व प्रश्न सोडून देऊन पुढचा प्रश्न घ्या.

९) प्रश्नांपूर्वी दिलेल्या सूचना व नमुने काळजीपूर्वक वाचा.

Instruct the pupils to turn over the page and read instructions given on page 2. Please illustrate the exercises given there in, on the blackboard.

Stress the points of indicating their pronounce, and the methods for observing the pronounce, if necessary.

खालून दाखवा :

सूचना :- प्रश्न १ ते १० करिता

या प्रश्नांत दिले १० प्रश्न दिलेले आहेत. प्रत्येक प्रश्नाखाली त्या प्रश्नाचे पांच उत्तरे (अ), (ब), (क), (ड), (ई) अशी आकर्षक मुद्रिकेली आहेत. या पांच उत्तरां पैकी फक्त एक उत्तर बरोबर आहे. उरलेली चार उत्तरे चुकीची आहेत. (अ), (ब) (क) (ड) (ई) या पांच उत्तरां पैकी कोणतें एक उत्तर बरोबर आहे तें ओळखा.

उदा:- खाली दिलेला हिंदी शब्दाचा मराठी अर्थ सांगा.

प्रश्न (१) शब्द :- लकड़ा

अर्थ:- (अ) लाकूड (ब) मुलगी (क) लोखंड (ड) मुलगा (ई)) त्यापैकी शब्दाचा या पांच उत्तरांपैकी पैकीच्या हें उत्तर बरोबर आहे. म्हणून या प्रश्नाचे (ड) उत्तर बरोबर आहे. हें उत्तर उत्तरपत्रिकेत खालीलप्रमाणें दाखवायचें आहे.

उत्तर-पत्रिकेत प्रत्येक प्रश्नासमोर (अ), (ब), (क), (ड), (ई) अशी पांच अक्षरें आहेत. प्रत्येक अक्षराखाली गोल गोल रेषा आहेत.

उदा :- अ ब क ड ई

प्र. १- ● ○ ○ ○ ○

तुम्ही सिध्दकेलेला योग्य उत्तराचें तें अक्षर ओळखून त्या अक्षराखालचा गोल आरीक रेषा पेन्सिलीने काळी करा. अशा काळ्या केलेल्या तुम्ही आलेले उत्तर दाखवा.

आता खडूने या हिंदी शब्दाचा मराठी अर्थ सांगा या प्रश्नाच्या

पांच उत्तरपत्रिका (३) तथा आलेख (१), महाल उत्तरपत्रिका (३) इत्यादि एवं आलेख जैसे सामग्री संग्रह करके उत्तर कापी लायी गयी है.

उ ज क ह ण

कार्य:- ३.२.

पांच उत्तरपत्रिका तथा एक आलेख हुये. सारण दूसरे परीक्षा-कार्य एवं लाई गयी है. एवं जैसा उत्तर कापी तथा एक आलेख आदि.

कार्य : कोई कार्यालय के एक अधिकारी द्वारा परिचय पत्र दिखाने पर परीक्षा लेने दीजिये. एवं जैसा कोई विद्यार्थी नहीं आया. कोई अन्य व्यवधान होने पर शिक्षक. कोई अन्य व्यवधान होने पर शिक्षक को बताना चाहिये.

"Do not the will to turn over the page and start answering till I say-5".

कार्य:- सारा दूसरा परीक्षण व्यवधान रहा. कई दूसरा परीक्षण जैसा कोई दूसरा परिचय, उत्तरपत्रिका व अतिरिक्त पेन्सिल, रबर आदि) वापस करा.

Collect the test-materials (test booklet, answer-sheets, pencils and erasers) as soon as each pupil completes the test. This will avoid the tendency of the pupils, who have finished the test, to help others still busy with the test. Ask the pupils to leave the examination room as soon as they have handed over the test materials. Announce the time of the second test.

[illegible] :

If the second test is to be administered on the same day, it is desirable to arrange a rest period between the two tests.

Distribute the answer sheets. Ask to see that each pupil has his own answer sheet. Distribute the pencils and erasers.

सोचा :- उत्तर पत्रिका वितरित करें. पेंसिल और रबर वितरित करें. यह देखें कि प्रत्येक छात्र के पास उसकी उत्तर पत्रिका है. पेंसिल और रबर वितरित करें.

Collect the test materials as soon as each pupil has completed the test.

Procedure for administering the test : Test is in the form of one book.

.....

P A R T III

BLOCK [illegible] SCORING

Window stencils have been supplied, with this test manual, for scoring the test. Each round-angle indicates the location of a correct answer.

Procedure:

1) Hold [illegible] each answer sheet for double answers. (An answer for which more than one answer-space is marked out in which the examinee's choice for the best or correct answer is thus not clearly indicated). Draw a red line horizontally through each double answer.

2) [illegible] Draw a red line horizontally if only one or more than two answer-spaces are marked.

3) Use the appropriate window stencils. Page numbers of the answer sheets are marked on the window stencil.

4) Place the window stencil over the answer sheet in such a manner that all the four indicators (triangles in the middle of the border line on each side) are visible through the holes. Make any necessary slight adjustment so that answer-spaces show in the centre of all punched holes.

(5) Count the number of blackened areas, exclusive of those marked in red, appearing through the punched holes. This gives the number of right answers. Enter it in the appropriate column in the record sheet.

(6) Mark each blank space appearing through the punch holes as X with a blue pencil.

(7) Remove the stencil. Inspect each item marked with X . Put a circle around X mark if the pupil has not attempted the item. ( ).

(8) Count X marks. X marks indicate the wrong answers.

(9) Count marks and the number of red lines drawn across the item: This gives the number of items omitted.

(10) Check to see that the number of omitted items added to the number of right and wrong answers agrees with the total number of items on the page.

(11) You now have the number of right answers and the number of wrong answers. The formula for the raw score is found on the scoring stencil. Subtract indicated fraction of wrong answers from the number of right answers. Fractions of ½ or less are dropped before subtracting. For fractions greater than ½, increase the amount to be subtracted to the next higher integer.

Negative scores are to be recorded as zero scores.

(12) For tests on which part scores are obtained, the procedure described above should be followed separately for each part. In counting the number of responses and the number of right answers, care should be taken

not to include items in a subsequent or earlier part, particularly where one part ends in the middle of a column, with different part occupying the lower part of the column. Care must also be taken to apply the appropriate scoring formula to each part, as this formula sometimes differs for various parts of the same test.

FOR ITEMS 121 - 160

(13) Items 121-160 are 'construction shift type' items where in the words are required to write down the answers. The acceptable answers for these items are given below. Count each item either entirely wrong or right. No partial credits may be given. The violation of rules of spelling may be disregarded for scoring this part of the test.

GENERAL INSTRUCTIONS

Fidelity to the key (correct answers indicated by the window stencils or acceptable answers for 'construction shift ' items) is essential. If there is an obvious error or misprint in the key or the test, the error or misprint in the key or the test, the error should be corrected and the fact reported to the Janata College of Education, Chanda. Any such correction should be made on all copies of the key which are in use. Mere differences of opinion should never lead to deviation from the Key. Unless the key is strictly followed, test results will not be comparable.

....

(२२१) [illegible]

(२२२) [illegible]

(२२३) [illegible]

(२२४) [illegible]

(२२५) [illegible]

(२२६) [illegible]

(२२७) [illegible]

(२२८) [illegible]

(२२९) [illegible]

(२३०) [illegible]

(२३१) [illegible]

(२३२) [illegible]

(२३३)

[illegible]	
[illegible]	[illegible]
[illegible]	

(२३४) [illegible]

(२३५) [illegible]

(२३६) [illegible]

(२३७) [illegible]

(२३८) [illegible]

(२३९) [illegible]

(२४०) [illegible]

(२४१) [illegible]

(२४२) [illegible]

(२४३) [illegible]

(२४४) [illegible]

(२४५) [illegible]

(२४६) [illegible]

(२४७) [illegible]

(२४८) [illegible]

(५४५) लेने किताबें आया है ।

(५४६) लड़के ने दाल खिलाया है ।

(५४७) उसको लड़का मिलता है ।

(५४८) उसके घर गया है ।

(५४९) वह जाता है ।

(५५०) मेरा मित्र आता है ।

(५५१) करूंगा । करूंगा । करूंगा है। करूंगा है। करूंगा । करेगा । कर गया।
कर गयी। कर रहा है । कर रहा है ।

(५५२) पीटा । पीटा गया।

(५५३) भागा । भाग गया । भाग रहा था। भागा था।
भागी । भाग गयी। भाग रही थी। भागी थी।
भागेगा। भागेगा। भाग रहेगा। भाग चुका होगा।

(५५४) होगा । होगा था । होगा । हो रहा था।
होगी। होगी थी। होगा ।

(५५५) बैठा । बैठ गया।

(५५६) आऊंगा। आऊंगा। आया हूँ । आयी हूँ। आ रहा हूँ। आ रही हूँ ।

(५५७) आये है। आयेंगे । आये होंगे।
आयी थी। आयेंगी । आये होंगे ।

(५५८) दिये । दिये है ।

(५५९) पढ़ेंगे । पढ़ेंगी ।

(५६०) करूंगा । करूंगी। कर रहूंगा । कर रही रहूंगी।

P A R T IV

DIRECTIONS FOR INTERPRETING TEST RESULTS.

The interpretation of test results will depend primarily on the purpose of the test.

(1) Using test results for ascertaining the general level of achievement reached by the pupils and for classification purposes.

Use total scores. Percentile Rank tables (based on regional norms and also district norms) have been provided. The percentile value corresponding to a given score shows what percentage of the students in the sample group achieve scores below that score. For instance, if a student makes a score of 134, reference to the percentile rank tables shows that this score corresponds to the percentile rank of 50. This means that the pupil's score is higher than the scores of 50% of a large group of students who have taken the test. Such comparisons with norms may be made both for individual students and for class averages. District norms may also be used to compare individual as well as class performance with the performance of a large group of pupils from that district, who have taken the test.

(2) Using test results for obtaining diagnostic clues (for individual as well as for the class as a whole).

Use part score norms. The low performance of the individual or the class indicates area of weakness. Remedial

measures may be taken.

The percentile norms tables for the part tests also facilitate the study of relative standing of an individual or a class on various parts of each test. Suppose, for instance, that the average score of the class in 40th percentile on vocabulary part and at 60th percentile on the Hindi usage part. It means that in grammar, the average achievement of this class is less than that of the average pupil in the norm group, but that in vocabulary, it is greater. If the teacher endeavours to lay particularly good foundation of grammar knowledge and finds his pupils score relatively lower in that part, this would indicate advisability of reconsidering the teaching methods.

(3) Using test results of diagnostic purposes:

The diagnostic analysis of the learning difficulties which are revealed by the administration of the test of Hindi usage is accomplished with the aid of the Individual Diagnostic Record. Write numbers 91-120 and 161-170 inclusive in the Individual Diagnostic Record. These numbers correspond to the same numbered items of the test. Following each number in the I.D.Record in the rule or principle knowledge of which the corresponding numbered item of the test measures. For example, if the student answers item 110 of the test incorrectly, it indicates that he apparently does not know that ' ' should be used for in-animate objects while ' ' should be used for the animate.

Each item of the test is represented in the Individual Diagnostic Chart so that after the items are checked both student and teacher know exactly where the student's difficulties have occurred.

Besides the percentile norms, derived norms (standard scores and 'T' scores) tables are also given for the statistically minded teachers.

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P A R T V

REMEDIAL PROCEDURES

The following procedures are recommended by the authors in carrying out a comprehensive program of remedial activities:

1. Use on the basis of class activities all items incorrectly answered or omitted by 50 per cent or more of the students of a given class.

2. As soon as the items missed by 50 per cent or more of the class have been identified, have students check them on their Individual Diagnostic Records by placing a check ( ) in the margin to the left of each test item number.

3. Have students record all other items missed or omitted on elements of their personal study programs.

4. Since the rules and nomenclature in different textbooks vary, no textbook may have identically the same grouping of items or facts within a rule as stated in the Individual Diagnostic Record. The teacher should help students find the reference, or references to each rule presented in the Individual Diagnostic Record as it is given in the particular textbook used in each class. Explain differences in working of rules and in points of view among authorities when such differences exist.

5. Announce to students of a class the amount of time

they will have in which to make up the items that have been missed. The teachers should be available for conference during this period. In order to make a map check, have each student bring his textbook and individual physiatric manual with him. This will enable the teacher to determine the student's progress by checking a few items indicated at all the work have been done on a previous test. The student's learning activities should be so directed that he will not only know each of the rules but will also be able to apply them.

6. The time necessary or desirable for review work and check-ups will vary, but will probably average from six to eight weeks. Whenever the end of a goal-type period is reached, the easiest and quickest way to check student achievement and to discover what the teacher should be doing for the next six or eight weeks period, in addition to continuing the work in the textbook, is to give another test of the type of individual diagnostic items on the pattern of this test. The same routine should be followed in completing the individual diagnostic charts, discovering the class problems, and working with individual students to help them learn how to overcome their difficulties.

7. At the end of the course, another test should be given as a final check-up.

P A R T VI

USE OF DIAGNOSTIC PROFILE

The first step in the interpretation and use of test results is the completion of a Diagnostic Profile. A sample profile for the test appears on the next page.

The profile graphically illustrates the achievement of the pupil in terms of percentile ranks and standard scores for vocabulary, reproduction of progressive Comprehension and for the Total Test. Examination of the profile will indicate sections of the test where test scores show the student to be strong and where the test scores show him to be deficient. Further analysis and remedial action may then be undertaken as required.

DIRECTIONS FOR THE PUPIL :

1. Follow the directions carefully regarding scoring of the test-papers. These are given in this Manual under the heading 'Directions for Scoring.

2. Use appropriate scoring formula for correction for guessing.

3. Record all part scores in the appropriate columns on the last page of the answer-sheet.

4. Transfer these part scores to the Diagnostic Profile in appropriate boxes headed 'Examinee's Score.

5. In the boxes in the Percentile Rank column, record the percentile rank for each of the three tests and for the total of the three tests. The percentile ranks are given in the table of the percentile norms.

6. Prepare the Diagnostic Profile by marking the points as illustrated on each line which corresponds to the pupil's scores. Draw lines to connect these points.

7. Standard scores may be estimated directly from the Diagnostic Profile by laying a straight edge on the profile perpendicular to the standard score line and reading each percentile rank which is to be converted into Standard Score.

[illegible]

To evaluate the achievement of the pupil in one or draw a line connecting the 50's on the percentile rank and standard scores scales at the top and bottom of the profile. Next compare the lines of student's actual achievement profile with the 50 percentile line. If the actual achievement profile lines fall to the right of the 50 percentile line, achievement above the norm is indicated. If the actual achievement profile lines fall significantly to the left of the 50 percentile line, pupil achievement is below norm. This knowledge is sufficient for classification purposes.

However, until the student reaches the 100th percentile in the entire test, some objectives measured by the test are still unmastered. It is desirable to check such objectives on the Individual Diagnostic Record and do remedial work as

indicated.

A comparison of the Schematic Profiles prepared for pretest and post-test will show visually the achievement of the pupil during the year.

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Individual Diagnostic Record I

Item No.	Items answered incorrectly or omitted in the first test. (Pre-test)	Items answered incorrectly in the achievement tests administered after following the remedial procedures.		
1	2	3	4	5 Post test at the end of the course
91				
92				
93				
94				
95				
96				
97				
98				
99				
100				
101				
102				
103				
104				
105				
106				
107				
108				
109				
110				
111				
112				

Item No.	Items answered incorrectly or omitted in the first test (Pre-test	Items answered incorrectly in the subsequent test administered after following the remedial procedures.		
1	2	3	4	5 Post test at the end of the course
113				
114				
115				
116				
117				
118				
119				
120				
161				
162				
163				
164				
165				
166				
167				
168				
169				
170				

Put a x mark in column 2 against each item answered incorrectly or omitted in the pre-test.

९१) (`मोटर` चा) कर्त्याप्रमाणे क्रियापदाचें रूप बदलावें.

९२) आपण संतर खाईये, लिंबाचे, जाईचे आणि क्रियापदाचें रूप बदला.

९३) 'लिंबू' हा विभक्तिप्रत्यय नाही.

९४) आपली क्रियापदानुसार नावें आठवा पाहिजे.

९५) 'कुंभारवाडी व 'वेळे' सहित ग्रामवाचकाची आठवावे.

९६) `है` असे लिहिले आहे. म्हणून `मी` असे लिहिले पाहिजे.

९७) ९६ प्रमाणें.

९८) `हम` कर्त्याप्रमाणे क्रियापदाचें अनेकवचनी रूप येते.

९९) ९५ प्रमाणें.

१००) मराठीतील तो प्रत्ययाला की —ओंकिल` की` याची हिन्दी मार्गे `कि` येते.

१०१) `हो` है क्रियापदाचें रूप असलेला `तुम` कर्ता केले.

१०२) ९५ प्रमाणें.

१०३) क्रियापदाचे रूप `की` असे आहे.

१०४) दुसरा या प्रत्ययाचे कर्त्याप्रमाणें क्रियापदाचे रूप बदलते असावें.

१०५) तृतीया विभक्तीचा प्रत्यय `से` असे आहे.

१०६) `चार आम` अनेकवचनी म्हणून क्रियापदाचें रूप अनेकवचनी पाहिजे.

१०७) ९३ प्रमाणें.

१०८) `तुम` कर्ता असलेला दुसऱ्या, जाओ असले असली क्रियापदाचे रूप येतात.

१०९) १०० प्रमाणें.

११०) `आप` निर्बंध कर्त्यापैकी व `तीन` `सतीवाचकाची' वापरतात.

१११) प्रथमेचा प्रत्यय `ने` आहे.

११२) तृतीयेचा प्रत्यय `से` असतो.

११३) ११० प्रमाणें.

११४) ११२ प्रमाणें.

११५) ११० प्रमाणें.

११६) ११२ प्रमाणें.

११७) ११० प्रमाणे

११८) ११० प्रमाणे.

११९) १११ प्रमाणे.

१२०) लड़का एकवचनी आहे म्हणून क्रियापदाचे रूप एकवचनी येईल.

१२१) विशेषणाचे लिंग विशेष्यानुसार (नामानुसार) असले पाहिजे.

१२२) कर्त्याच्या वचनानुसार क्रियापदाचे रूप असले पाहिजे.

१२३) वाक्य अशुद्ध आहे.

१२४) ----- ,, -----

१२५) दोनों भाई अनेकवचन आहे म्हणून मी असं म्हणायला पाहिजे.

१२६) कारण कारकार्थ (तृतीया विभक्ति) प्रत्यय 'ने' आहे म्हणून कुलाहाने

१२७) १२१ प्रमाणे.

१२८) कर्त्याच्या लिंगानुसार क्रियापदाचे लिंग बदलते.

१२९) १२१ प्रमाणे.

१३०) वाक्य अशुद्ध आहे.

CLASS RECORD

Name of the School ..... Std..... Division....

District ..... Date of administration of the Test..... Examiner.....

Sr. No.	Name of the pupil	Scores				Percentile Rank			
		Test I	Test II	Test III	Total Test	Test I	Test II	Test III	Total Test
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Sr. No.	Name of the pupil	Scores				Percentile Rank			
		Test I	Test II	Test III	Total Test	Test I	Test II	Test III	Total Test.
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									

Sr. No.	Name of the pupil	Scores				Percentile rank			
		Test I	Test II	Test III	Total Test	Test I	Test II	Test III	Total Test.
41									
42									
43									
44									
45									
46									
47									
48									
49									
50									

Lowest Score

Table of Norms . [illegible]

Regional & District Norms

TEST IN [illegible]

Percentile Rank.	Vidarbha	Akola	Amravati	Buldana	Bhandara
P_{99}	49.0	49.1	47.0	47.0	49.2
P_{98}	48.5	48.6	48.3	48.5	4 .9
P_{95}	47.5	47.7	47.0	47.0	47.3
P_{90}	44.6	45.7	44.5	44.5	46.4
P_{85}	43.3	43.7	43.2	43.1	44.9
P_{80}	42.1	42.5	42.0	41.7	43.7
P_{75}	40.8	41.2	40.7	40.3	42.5
P_{70}	39.5	40.0	39.5	39.0	41.6
P_{65}	38.5	38.5	38.2	37.9	40.5
P_{60}	37.3	37.0	37.0	36.9	39.5
P_{55}	36.1	35.4	35.7	35.6	38.7
P_{50}	34.7	34.0	34.5	34.5	37.9
P_{45}	33.3	32.9	31.7	33.4	37.2
P_{40}	31.9	31.7	30.5	32.2	36.5
P_{35}	30.5	30.6	29.4	31.1	35.6
P_{30}	28.8	29.5	27.0	29.9	34.8
P_{25}	26.5	24.0	24.9	28.5	33.4
P_{20}	24.2	22.0	22.0	27.0	31.6
P_{15}	21.2	18.5	21.0	25.4	29.9
P_{10}	17.6	13.5	17.8	22.8	21.5
P_5	12.5	8.2	12.0	18.2	20.3
P_1	3.6	2.0	5.7	12.0	15.7

Regional Norms based on a sample of 1600 cases
District Norms based on a Sample of 100 cases per District.

Percentile Rank	Chanda	Nagpur	Wardha	Yeotmal
P_{99}	48.2	49.1	47.0	49.1
P_{98}	47.0	48.8	44.5	48.6
P_{95}	44.1	47.7	43.6	47.4
P_{90}	42.0	45.9	42.0	45.3
P_{85}	39.9	44.2	40.4	43.4
P_{80}	38.8	43.0	39.2	41.6
P_{75}	38.0	41.7	38.3	39.9
P_{70}	37.2	40.5	37.5	36.1
P_{65}	36.3	39.3	36.6	33.7
P_{60}	35.5	38.5	35.8	32.5
P_{55}	34.7	37.2	35.0	31.2
P_{50}	33.2	36.5	34.1	30.0
P_{45}	31.7	35.5	33.0	28.5
P_{40}	30.1	34.5	32.0	27.08
P_{35}	27.6	32.7	31.0	25.4
P_{30}	24.5	30.9	29.9	22.8
P_{25}	22.4	29.1	28.4	19.2
P_{20}	20.9	27.0	26.6	17.6
P_{15}	19.0	24.9	24.9	16.1
P_{10}	16.5	22.5	21.2	14.5
P_5	13.0	20.0	17.0	3.7
P_1	2.0	11.5	12.0	0.8

Table of Norms. Regional & District Norms.

TEST IN ELEMENTS OF EXPRESSION

Percentile Rank	Vidarbha	Akola	Amravati	Buldana	Bhandara	Chanda	Nagpur	Wardha	Yeotmal
P_{98}	116.9	118.0	109.5	117.5	118.4	114.5	117.7	115.5	115.5
P_{95}	113.8	115.6	99.5	114.5	116.7	107.0	115.0	109.5	109.5
P_{90}	109.1	111.8	97.4	109.5	113.9	99.5	110.4	99.5	99.5
P_{80}	99.4	104.1	93.8	99.5	109.4	93.5	101.3	96.4	94.5
P_{70}	93.9	97.5	90.3	94.3	103.8	89.5	96.5	90.0	89.5
P_{60}	89.5	93.5	86.6	89.0	98.0	83.5	92.8	85.2	84.5
P_{50}	85.0	87.5	83.1	83.7	94.3	79.5	89.1	80.5	79.5
P_{40}	80.6	83.5	79.5	79.2	90.6	73.8	85.4	75.1	71.2
P_{30}	73.9	76.2	71.8	72.0	86.9	69.0	81.7	69.5	62.8
P_{20}	66.5	67.8	64.1	65.7	83.2	64.2	75.0	63.9	52.8
P_{15}	62.3	63.7	61.2	62.6	81.3	61.9	69.5	61.2	47.2
P_{10}	58.5	59.5	52.8	59.5	79.5	59.5	63.9	56.1	41.7
P_5	47.1	47.8	44.5	49.5	67.0	49.5	56.1	47.8	33.0
P_1	30.7	34.5	29.5	41.5	49.5	41.5	42.8	41.2	22.0

Regional Norms based on a sample of 1600 cases. District Norms based on a sample of 100 cases per district

Table of Norms. Regional & District Norms

TEST IN COMPREHENSION

P.R.	Vidarbha	Akola	Amravati	Buldana	Bhandara	Chanda	Nagpur	Wardha	Yeotmal
P_{98}	29.2	29.3	29.1	29.9	29.1	29.6	29.2	29.0	29.9
P_{95}	28.0	28.9	28.6	28.7	28.6	27.4	28.7	28.4	27.9
P_{90}	26.6	28.3	27.7	26.7	27.8	25.3	27.8	27.2	26.4
P_{80}	25.2	27.1	25.9	24.2	26.2	22.8	25.2	25.0	22.9
P_{70}	23.8	25.9	24.2	22.5	24.5	20.7	24.5	23.2	19.1
P_{60}	21.9	24.7	22.6	20.8	22.9	18.7	22.7	21.7	17.2
P_{50}	19.9	23.1	21.1	19.1	21.4	16.8	20.9	20.1	15.3
P_{40}	17.9	21.2	19.5	17.4	19.8	14.9	19.1	17.9	13.5
P_{30}	15.6	19.5	15.3	15.6	17.3	9.5	17.3	15.1	11.8
P_{20}	12.4	15.9	11.2	13.3	14.5	6.4	15.5	12.5	10.2
P_{15}	10.5	13.2	9.1	12.0	11.4	4.8	14.7	11.2	8.9
P_{10}	8.5	7.0	7.0	10.6	8.6	3.1	13.5	10.0	5.7
P_5	4.9	3.6	4.9	8.7	6.6	1.3	10.0	5.7	2.6
P_1	0.6	0.1	0.7	5.3	4.9	0.0	3.0	0.7	0.1

Regional Norms based on a sample of 1600 purils. District Norms based on a sample of 100 purils per distr

Table of Norms

Regional & District Norms

[illegible]

Percentile Rank.	Vidarbha	Akola	Amravati	Buldana	Bhandara
P_{99}	196.3	197.0	194.5	194.5	189.5
P_{98}	193.1	194.5	189.5	189.5	179.5
P_{95}	183.9	187.0	178.1	178.9	176.5
P_{90}	176.3	177.8	170.9	176.?	171.5
P_{85}	172.1	173.7	163.?	172.4	166.5
P_{80}	167.9	169.5	157.8	170.6	161.5
P_{75}	163.7	165.3	153.7	167.8	156.?
P_{70}	159.5	161.1	149.5	165.0	152.?
P_{65}	155.4	156.5	145.?	162.3	147.7
P_{60}	151.3	151.5	141.?	159.5	143.1
P_{55}	147.1	146.5	137.6	156.6	138.9
P_{50}	143.0	141.5	134.5	153.6	135.7
P_{45}	139.0	136.5	131.5	150.7	132.6
P_{40}	133.7	131.5	128.?	147.7	130.1
P_{35}	128.4	126.5	125.1	144.8	127.0
P_{30}	123.0	121.5	122.0	141.9	123.9
P_{25}	117.7	114.5	117.0	139.0	120.7
P_{20}	109.7	106.1	104.5	130.9	114.5
P_{15}	101.7	94.5	93.5	123.8	108.?
P_{10}	90.7	74.5	83.5	114.5	102.0
P_{5}	77.3	62.0	64.5	102.0	92.0
P_{1}	47.6	42.0	44.5	84.5	82.0

Regional Norms based on a sample of 1600 pupils

District Norms based on a sample of 100 pupils per district.

Percentile Rank.	Jhanda	Nagpur	Wardha	Yeotmal
P_{99}	189.5	196.?	189.5	194.5
P_{98}	179.5	192.8	179.5	189.5
P_{95}	172.0	182.8	174.5	176.1
P_{90}	159.5	174.5	166.1	169.5
P_{85}	155.3	170.3	158.9	161.1
P_{80}	151.1	162.0	155.7	154.5
P_{75}	147.0	157.6	152.6	148.3
P_{70}	142.8	154.0	149.5	142.0
P_{65}	139.9	151.0	145.8	137.0
P_{60}	135.7	148.?	143.?	132.8
P_{55}	132.6	145.1	140.1	128.6
P_{50}	129.5	142.0	134.5	124.5
P_{45}	126.4	138.8	128.?	120.3
P_{40}	123.?	135.5	122.0	113.9
P_{35}	120.0	132.?	116.5	106.6
P_{30}	114.5	128.8	111.5	99.5
P_{25}	108.3	125.5	106.5	92.4
P_{20}	102.0	122.?	101.5	85.?
P_{15}	89.3	117.0	95.?	76.1
P_{10}	76.1	104.5	88.1	59.5
P_5	67.9	89.5	80.9	47.0
P_1	61.1	69.5	49.5	39.5